Unit 8: Team Leadership

Unit code: J/602/5690

QCF Level 3: BTEC National

Credit value: 4

Guided learning hours: 30

● Aim and purpose

The aim of this unit is for learners to gain knowledge and understanding of the importance of leading and working in a team, including the different styles of leadership and how they are used in the workplace.

● Unit introduction

The aviation environment is fast paced and challenging. Leaders rely on their teams to carry out their individual and collective roles effectively to meet tight deadlines and exacting standards. Learners will investigate the different styles of leadership and how they can impact on team performance in the aviation industry. They will consider the importance of effective team leadership in aviation, where many organisations work to a shift system and employees need to be able to work with many different people.

It is important that team leaders are adaptable and able to develop their own skills to deal effectively with team members, encouraging and supporting them. Learners will review different communication styles and other skills and qualities needed in order to lead a team effectively and to elicit the best from its members. In addition, learners will find out about the barriers to team leadership, and consider how to overcome them.

Many entrants into the aviation industry find themselves in a supervisory position very early on in their career, so it is vital that leadership skills are developed at an early stage in order to aid career progression. To support this there is a practical element to the unit where learners will have the opportunity to demonstrate their own team leadership skills and qualities.

● Learning outcomes

On completion of this unit a learner should:

1   Understand how different leadership styles impact on team performance

2   Understand how to be an effective team leader

3   Be able to lead a team effectively.

Unit content

1 Understand how different leadership styles impact on team performance

Team, for example:

- formal
- informal
- large
- small
- temporary project/task
- permanent

Leadership styles and their characteristics, for example:

- autocratic
- democratic
- participative
- *laissez-faire*

Impact on team performance, for example:

- positive, e.g. increased morale, motivation, team cohesion, pride, fosters innovation, increased productivity, commitment, stretches people's talents, raises aspirations
- negative, e.g. decreased morale, alienation, negativity, conflict, stress, reduced productivity

2 Understand how to be an effective team leader

Effective team leadership, for example:

- adapting leadership style according to situation
- delegation
- clear lines of authority
- accountability and responsibility
- awareness of individual strengths and weaknesses (Belbin)
- managing conflict
- praise
- providing resources
- clear aims and objectives
- acceptance of differing points of view
- open and honest communication

- mutual respect, empowerment

- consistency in decision making

- common purpose

Importance, for example:

- team morale

- motivation

- success

Communication:

- styles, e.g. assertive, aggressive, passive, empathetic, critical

- non-verbal, e.g. body language (open, closed), gestures, expressions

- verbal, e.g. voice (tone, pitch, pace), clarity, appropriate to task

- listening skills

Barriers to effective team leadership:

- lack of commitment, e.g. leader, team member

- poor communication

- lack of appropriate skills

- resource issues (financial, physical, staff)

- personal factors, e.g. challenges to authority, conflict between team members, inconsistency, self-interest, favouritism

3 Be able to lead a team effectively

Team leadership skills and qualities:

- skills, e.g. verbal and non-verbal communication, delegation skills, effective listening, problem solving, dealing with conflict, time management, giving and receiving feedback

- qualities, e.g. professional, approachable, objective, patient, empowering, assertive, persistent, empathetic, discreet, consistent, charismatic, goal-focused, committed, motivational, diplomatic, integrity, fairness, leading by example, flexibility

Processes, for example:

- leading team meetings

- setting objectives

- allocating roles

- delegating responsibilities

- monitoring progress

- dealing with conflict

- evaluating outcomes

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe the characteristics of different leadership styles in the workplace	**M1** Compare leadership styles and their impacts on team performance	**D1** Analyse the reasons for and the consequences of ineffective team leadership
P2 Explain how different leadership styles impact on team performance		
P3 Explain the importance of effective team leadership		
P4 Explain how the use of different communication styles leads to effective team leadership		
P5 Identify barriers to effective team leadership		
P6 Explain how barriers to effective team leadership can be removed or managed [EP]		
P7 Demonstrate appropriate skills and qualities to lead a team [TW]	**M2** Demonstrate high level effective skills and qualities to lead a team	**D2** Evaluate the effectiveness of own performance in leading a team, identifying areas for improvement

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Working in the aviation industry, whether for an airline or in an airport, will involve teamwork. In any working area, time is often limited and teams have to work under pressure and to demanding security and customer service standards, for example ground crew at aircraft turnaround, cabin crew servicing a flight, and even hospitality teams ensuring passengers are served quickly in order to catch their flight. Learners will examine the key role played by team leaders in ensuring the efficiency and effectiveness of these teams.

A good starting point is for learners to pool their ideas of what makes an effective leader. They could draw on experiences in the workplace, including part-time jobs or current or previous employment inside or outside the aviation industry.

Learners should research the different styles of leadership and their effectiveness. Some tutor input may be required to introduce different leadership styles such as autocratic, democratic, participative and *laissez-faire*. Tutors could use television programmes to show the different types of leadership styles, for example *The Office, Airport* or *The Apprentice*. Learners could then discuss different styles of leadership and how effective they are in motivating and managing teams. Learners can relate this to their experiences of effective teams and how the team leader influenced the team's success. Comparisons of the different leadership styles can lead towards achievement of the higher grades.

The aviation industry has had a number of high-profile leaders whose differing leadership styles have been the focus of many articles and documentaries. Learners may find it interesting to research and discuss the differing leadership styles of entrepreneurs such as Sir Richard Branson, Michael O'Leary and Sir Stelios Haji-Ioannou.

Visiting an airport to observe different work situations and to observe how staff (security, passenger service agents etc) work in teams would be useful. Guest speakers from the aviation industry could talk about how they have worked with teams in their job role, and also the barriers they have encountered and how they overcame them.

Learners should also understand the importance of communication and how different styles of communication affect team performance. Tutors could use games and exercises to demonstrate speaking and listening skills. Role play and case studies can provide a forum for examining and discussing the positive and negative aspects of different communication styles.

Team leaders often encounter barriers that affect the way they work. These barriers may be from inside the team, for example lack of motivation or commitment, conflict or leadership challenge; or they may also be from an external source, such as lack of resources. Conflict within teams can be introduced through a group discussion on 'What is conflict?' with learners drawing on their own experiences. The tutor could highlight that not all conflict is negative, and provide examples of when it could have a positive effect. It would be useful for learners to have a guest speaker to explain how they prevent and diffuse conflict situations within teams: this would be an opportunity for centres to engage with local employers. Learners should also understand that not all barriers can be overcome and team leaders may have to adapt their own working methods to resolve them. Using case studies to demonstrate these barriers, learners could be put into small groups to identify them and work out possible resolutions. These could then be discussed as a class with an assessment of each group's suggestions.

Learners should be given the opportunity to look closely at the consequences of ineffective team leadership in the aviation environment. This will help with the achievement of the higher grades.

Learners should take part in a series of team-building exercises, each having the opportunity to take a leader role. These exercises could be class based, using simulated aviation situations, or as part of a team event, for example planned outing, organising an event or exhibition or sports activity. Learners should be encouraged

to build on their interpersonal skills and team-building techniques, recognising the importance of team motivation and using encouragement and support to achieve the team's objectives. Some understanding of Belbin's team roles would be useful for learners to appreciate the characteristics of different team members and to identify their own skills or traits in leading team situations. Learners should be given the opportunity to undertake some of the processes of team leading such as leading meetings, monitoring progress, delegating roles, dealing with conflict. For large groups, it can be a challenge to provide sufficient opportunities for each member of the group to perform in a team leader role and it is recommended that a large proportion of the guided learning hours is set aside for performance and observation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit including an explanation of the unit content.
Visit to an airport to observe different work situations and to observe how aviation staff work in teams.
Introduction to the indicative reading material, including books, internet, journals etc.
Introduction to Assignment 1.
Discussion – What makes an effective leader?
Small-group discussions – experiences in the workplace in terms of part-time jobs, inside or outside the aviation industry.
Internet research activity to explore the different types of leadership styles (autocratic, democratic, participative and *laissez-faire*)
Television programmes (e.g. *The Office, Airport* or *The Apprentice*)
Small-group discussion to analyse different styles of leadership and how they impact on teams and also motivate and manage teams.
Comparison exercise to identify the similarities and differences between the different types of team leader.
Q&A session on relating learners' own experiences of effective teams and how the leader influences the team's success.

Topic and suggested assignments/activities and/assessment
Case study on high-profile leaders in the aviation industry (e.g. Sir Richard Branson, Michael O'Leary and Sir Stelios Haji-Ioannou). Documentaries on high-profile leaders (e.g. Sir Richard Branson, Michael O'Leary and Sir Stelios Haji-Ioannou). Guest speaker to talk about how they have worked with teams in their job role, and also the barriers they have encountered and how they overcame them. Classroom investigation into 'the importance of communication and how different styles of communication affect team performance.' Practical speaking and listening activities/games. Role play to explore the positive and negative aspects of different communication styles. Buzz game – identify barriers that affect the way people work. Quiz – barriers from inside the team, conflict or leadership challenge. Group discussion – What is conflict? Small-group discussion – Is all conflict negative? When could conflict have a positive effect? Guest speaker to explain how they prevent or diffuse conflict situations within teams. Tutor-led discussion – can all barriers be overcome? Cases study to demonstrate the barriers. Small-group activities to identify barriers and work out possible resolutions. Lead to a group discussion where an assessment of each group will take place. Discussion – consequences of ineffective team leadership within the aviation industry.
Preparation for assignment **Assignment 1: How To Be an Effective Team Leader** (P1, P2, P3, P4, P5, P6, M1, D1) **Feedback on assignment**
Introduction to Assignment 2. Series of team-building activities/exercises allowing each learner to take a leader's role (this will take up a large proportion of the guided learning hours). Evaluating learners' own performance in the activities/exercises. Discussion – what interpersonal skills and team-building techniques are needed to create team motivation and achieve team objectives? Paper-based exercise to gain an understanding of Belbin's roles. Role play to undertake the processes including leading team meetings, monitoring progress, delegating roles and dealing with conflict.
Preparation for assignment **Assignment 2: Team Leadership Performance** (P7, M2, D2) **Feedback on assignment**

Assessment

A variety of assessment methods could be used including written, practical and role-play activities. It is recommended that more than one method is used to cater for different learning styles within a group.

The assessment criteria shown in the assessment and grading grid can be grouped together to enable learners to expand on one criterion to gain higher grades. Where possible, learners should be encouraged, and given the opportunity, to meet the relevant higher grades at the same time as they attempt the appropriate pass criteria.

Group activities may lend themselves to certain themes or assessments but it is essential that all learners keep a portfolio of their own work and have evidence of individually covering all the criteria they are credited for.

P1 – P2 – P3 – P4 – P5 – P6 – M1 – D1

To achieve P1, learners should describe the characteristics of at least four different leadership styles in the workplace, for example the main characteristics of an autocratic and a *laissez-faire* leader. Learners should support their evidence with aviation-related examples where appropriate.

To achieve P2, learners should explain how at least two different leadership styles impact on team performance. They may use two of the styles that have been described for P1. It is expected that the explanation for P2 will relate to different types of team in an aviation environment and will include both positive and negative impacts on team performance. Learners can use examples from aviation organisations, for example airlines, airports and ground handlers, or they could be from ancillary organisations such as airport car parking companies.

To achieve P3, learners must explain the importance of effective team leadership. They should provide at least five examples of what constitutes effective team leadership and then explain their importance, for example in developing team morale, motivating team members and providing a framework for success in aviation contexts.

To achieve P4, learners must explain how the use of different communication styles leads to effective team leadership. Responses should be given within the context of aviation. Learners should include the positive aspects of specific communication styles, such as assertive and empathetic, as well as drawing on how verbal and non-verbal techniques and listening skills can support effective team leadership.

Learners could address P5 and P6 together, firstly by identifying at least three barriers to effective team leadership, and then examining how these barriers could be removed or managed. This could be from their own aviation work experience, information gathered from an airport or guest speaker visit, or from a selection of case studies.

To achieve M1, learners could look at the leadership styles used for P2. They should compare how team leadership styles impact on team performance. Learners could use aviation-related case studies or real-life scenarios to illustrate their comparisons.

To achieve D1, learners should analyse the reasons for and the consequences of ineffective team leadership in aviation organisations. Learners should demonstrate an understanding of the consequences of ineffective team leadership by providing relevant aviation examples. Learners should refer to different leadership styles, communication styles and barriers to effective team leadership within their analysis.

P7 – M2 – D2

To achieve P7, learners must demonstrate the appropriate skills and qualities to lead a team. Learners should take on the team leader role and demonstrate that they are leading the team towards a specific goal or goals. This could be determined by learners themselves or given in a client brief.

Evidence for P7 should be observed by the assessor, or another appropriate observer, and an observation sheet should be completed and signed by the assessor detailing the evidence that was presented for this criterion. If learners work in a group, for example when planning a trip, organising an event or exhibition, they

must each assume the role of leader at some point in the planning and operation, undertaking and evidencing some of the processes listed in the unit content for example leading team meeting, dealing with conflict, monitoring progress. This will enable the assessor to feed back to them individually to confirm how they have met the criterion.

To achieve M2, learners must demonstrate the task for P7 with a higher level of skill resulting in effective leadership of their team to meet a specific goal or goals. As with P7, all learners should carry out the role of team leader. Assessors, or other appropriate observers, will need to provide detailed feedback of learner performance in relation to the demonstration of higher level skills and explain why the performance was more effective than P7 and how the goals were achieved.

To achieve D2, learners should evaluate the effectiveness of their own performance in leading a team, identifying strengths and areas for improvement. The learner should critically judge their own performance as a team leader taking into consideration feedback from others for example tutors, team members, peers, observers, and the outcome of the team task.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, M1, D1	Assignment 1: How To Be an Effective Team Leader	Working for a new airline you have been asked to put together information for new employees about being an effective team leader.	Presentation
P7, M2, D2	Assignment 2: Team Leadership Performance	Working for a new airline, during initial training for the cabin crew role, you are required to demonstrate appropriate skills and qualities needed to lead a team.	Role play

Links to other BTEC units

This unit forms part of the BTEC aviation sector suite. This unit has particular links with the following unit titles in the aviation suite.

Level 2	Level 3	Level 4
n/a	Unit 9: Managing Conflict in Aviation Unit 22: Onboard Passenger Operations Unit 27: Airfield Operations	n/a

Essential resources

Learners must have access to library and research facilities and current trade publications. Industry visits and guest speakers are recommended. Learners should have access to accurate and up-to-date industry case studies.

Employer engagement and vocational contexts

It is recommended that learners have the opportunity to visit an airline or airport to witness team leader skills in operation. This can also be achieved by guest speakers visiting learners. Speakers should be able to tell learners about their own experiences of the team leader role and give good and poor examples. Learners should be able to talk to industry-based employees who have first-hand knowledge of the team leader role.

Indicative reading for learners

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 978-0330504232

Belbin M – *Team Roles at Work, 2nd Edition* (Butterworth-Heinemann Ltd, 2010) ISBN 978-1856178006

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey Publishing, 2004) ISBN 978-1857883046

Hephaestus Books – *Articles on BMI* (Airline) *including: Kegworth Air Disaster, Bmibaby, British Mediterranean Airways, Michael Bishop (Businessman), Stockport Air Disaster, BMI Destinations, BMI Regional, Donington Hall* (Hephaestus Books, 2011) ISBN 978-1242971747

Websites

www.belbin.com	Belbin team roles
www.bized.ac.uk	Business education website, including learning materials
www.businessballs.com	Free materials, articles and ideas for team roles and leadership
www.cfa.uk.com	Council for Administration
www.cipd.org.uk	Chartered Institute of Personnel and Development
www.corporate-training-events.co.uk/knowledge-centre/famous-leaders	Famous leaders for case studies
www.google.com	Search for team working sites and textbooks
www.managers.org.uk	Chartered Management Institute
www.thetimes100.co.uk	A number of case studies on teams

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Team workers	leading a team in group activities and tasks
Effective participators	explaining how barriers to effective team leadership can be removed or managed.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Reflective learners	evaluating team leadership effectiveness
Self-managers	managing own workload.

Functional Skills — Level 2

Skill	When learners are ...
ICT — Use ICT systems	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	writing up assignments
Manage information storage to enable efficient retrieval	writing up assignments
Follow and understand the need for safety and security practices	ongoing
Troubleshoot	as required.
ICT — Find and select information	
Select and use a variety of sources of information independently for a complex task	carrying out internet research activity to explore the different types of leadership styles (autocratic, democratic, participative and laissez-faire)
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out internet research activity to explore the different types of leadership styles (autocratic, democratic, participative and laissez-faire).
ICT — Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	delivering a presentation for new employees on being an effective team leader
Bring together information to suit content and purpose	delivering a presentation for new employees on being an effective team leader
Present information in ways that are fit for purpose and audience	delivering a presentation for new employees on being an effective team leader
Evaluate the selection and use of ICT tools and facilities used to present information	delivering a presentation for new employees on being an effective team leader.
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in a series of team-building activities/exercises and taking a leader role
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching assignments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing up assignments.